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ABSTRACT

This evaluation of the 1988-89 Public Private Partnership (PPP) program in Washington (District of Columbia) was seriously limited by the unavailability of statistical data on student progress and internship performance. PPP was designed to improve the preparation of high school students for the world of work by involving community businesses in developing career-oriented "schools-within-a-school." Based on an analysis of responses to a survey, a significantly greater proportion of PPP graduates than regular program graduates attended postsecondary schools, continued to pursue the course of study begun in high school, and were less likely to be unemployed. The following findings were inferred from available statistical data: (1) PPP does not appear to be adversely affected by scheduling, lack of teacher autonomy, or lack of resources, with the exception of textbooks; (2) participants appeared to meet program requirements for ability, academic achievement, citizenship, and performance in internships; and (3) parents liked the program. Statistical data are presented in 16 tables. (FMW)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PUBLIC PRIVATE PARTNERSHIP PROGRAM EVALUATION

1988-89

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PUBLIC-PRIVATE PARTNERSHIP PROGRAM EVALUATION

1988-89

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PUBLIC PRIVATE PARTNERSHIP PROGRAM EVALUATION

1988-89

EXECUTIVE SUMMARY

In 1981, the District of Columbia Public Schools and the greater Washington, D. C. private and public sectors established a major partnership initiative, the career-focused, high school programs, to enhance and improve secondary education. The genesis for the development and implementation of the Public-Private Partnership Program (PPP) was the recognition that the reform of the educational system was necessary to bridge the gap between what goes on in school and what is needed in the work place and that community participation in that development would stimulate educational change. It was further assumed that if the private sector jointly owned these programs with the school system, shared the responsibilities for educating students and staff, and committed resources (services and expertise, not necessarily funds), that it could be possible to build the capacity of each individual school to deliver a "here and now" educational program that will effectively prepare students for tomorrow.

The extent to which the PPP Program was able to affect the above changes was examined in response to three evaluation questions:

1. HOW ARE PPP PROGRAM OPERATIONS AFFECTED BY SCHOOL MANAGEMENT STRATEGIES - SCHEDULING, PLANNING PROCEDURES, TEACHER AUTONOMY, RESOURCE ALLOCATION AND STAFF DEVELOPMENT?

2. WHAT IS THE IMPACT OF PPP ON SECONDARY SCHOOL PERFORMANCE?

3. DOES PPP TEACH SKILLS AND PROVIDE EXPERIENCE REQUIRED FOR SUCCESSFUL POST-SECONDARY SCHOOL AND/OR JOB PERFORMANCE MORE EFFECTIVELY?

While the results were seriously compromised by data limitations, the most conclusive finding was as follows:

1. A significantly greater proportion of PPP graduates

   - attended post-secondary school,
   - continued to pursue their course of study begun in high school, and
   - are less likely to be unemployed and seeking work (the official definition of "unemployment").

If additional inferences can be drawn from the other available data, given limitations cited in the report, they are:

2. The PPP program does not appear to be adversely impacted by

   - o scheduling,
   - o lack of teacher autonomy or
   - o lack of resources with the exception of textbooks.

   There may be a need, however, for improved linkages between business partners and PPP coordinators so that there is (a) efficient assignment and effective monitoring of student interns and (b) regular feedback to business organizations indicating the impact of their involvement.

3. Students selected for PPP met program requirements for

   - o ability,
   - o school achievement,
   - o citizenship and
   - o performance in assigned internship positions.

   Students are acquiring those career skills that employers have identified as desirable in employees, but additional attention is needed in the areas of basic skills, listening and oral communication, problem solving and personal and career orientation.

4. Parents like the program.

Recommendations for program improvement are as follows:

1. Develop a record-keeping system for monitoring student academic progress and internship performance.

2. Develop more opportunities for PPP coordinators and core teachers to participate in staff development sessions provided by partners.

3. Provide students with a textbook for each of their courses.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PUBLIC PRIVATE PARTNERSHIP PROGRAM EVALUATION

1988-89

INTRODUCTION

BACKGROUND ANALYSIS[1]

In 1981, the District of Columbia Public Schools and the greater Washington, D. C. private and public sectors established a major partnership initiative, the career-focused, high school programs, to enhance and improve secondary education. This approach was built on the concept for reality based education. The program, Public-Private Partnerships (PPP) were initiated in recognition that system reform was critical to bridge the gap between what goes on in school and what is needed in the work place. It was also emphasized that community participation at this level would serve to stimulate educational change. Further, it was assumed that if the private sector jointly owned these programs with the school system, shared the responsibilities for educating students and staff, and committed resources (services expertise, not necessarily funds), that it could be possible to build the capacity of each individual school to deliver a "here and now" educational program that will effectively prepare students for tomorrow.

The major premises of the program are based on the need for students to recognize that school has a purpose and a direct relationship to the world of work. The basis of the collaboration is to motivate and support young people to stay in school, graduate from high school, and become a responsible contributing citizen in the community. The experience of established programs indicated that students benefit tremendously from this kind of an alliance. They gain valuable work experience in meaningful jobs that relate to their career interest. These are generally paid internships. Students also participate at business sites in seminars, attend corporate institutes and receive special training.

PPP also designed an intensive academic program to enable graduates meet the demands of ever changing work place and to compete effectively for slots in leading colleges and universities. Beyond developing strategies to improve secondary education, this collaborative partnership effort represented a vehicle of change. It intended to change the way instructional programs were delivered to secondary school students. These highly motivational programs emphasize specific career areas: Pre-engineering, Travel and

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[1]Harbour, P. M. (1985 November). "Public/Private Partnership Programs" (Newsletter). Division of Corporate Involvement, District of Columbia Public Schools. Washington, D. C.

Tourism, Business and Finance, Health Professions, Culinary Arts (for adults), International Studies, Communications and the Teaching Professions. They help students recognize the concrete relationship between schooling and the world of work. Each program is a "school-within-a-school" model housed in a comprehensive high school.

Business and Education

Business corporations play a critical role in the education process by working hand in hand with public schools throughout the country. Naisbitt (1985) explored the new dual role that corporations are playing in education. Outside, companies have become activists for school improvement; inside, companies are re-inventing themselves into universities for life-long learning. The gap between what the work place needs and what the schools are providing is so wide that business feels compelled to enter the education arena in a big way. They have started teaching remedial courses in education and basic skills in public schools in order to avoid today's ill-prepared graduates from becoming tomorrow's corporate burdens. Also, corporate executives contribute equipment and offer role models for today's young people. High-tech companies offer corporate exchange programs to attack the critical lack of science and mathematics teachers.

Another way in which businesses are involved in education is through the adopt-a-school program. The idea behind the program is simple: Rather than contributing to "education" in some vague way, individual companies link up with specific schools to create a personal relationship based on the school's needs and resources. Given the high illiteracy rate, the author asserts that companies have a lot to lose, especially in acquiring excessive costs. There is a direct correlation between crime and illiteracy and between illiteracy and unemployment. The solution is not to ignore illiterates. The solution revolves around the labor shortages today and in the future, what is known as the coming sellers market, and what will be a powerful trend compelling us to re-invent the corporation. Companies will lack the selective position to screen out illiterates and cannot even afford the future cost. The business/school/cooperation guarantees graduates that there is a job out there after graduation.

American corporations are in a position to make enormous contributions to the nation's schools. Although the need is great at present, it is extremely important that business contributes to schools in a manner that is both appropriate and sensitive. Naisbitt identifies a number of cases in which the business pushes its own viewpoint on young people. This type of exploitation occurred at one school that was adopted by an advertising agency, and the entire curriculum was built around the advertising industry.

STATEMENT OF THE PROBLEM

Student absenteeism and drop-out rates clearly evidences the need for high motivational programs whereby students not only make their choice to stay in school but also make the commitment to excel. Hence, the need to determine the impact of special programs such as PPP on student performance in terms of grades, attendance and post-secondary activity becomes imperative. Therefore, the evaluation objectives established for this study are as follows:

1. HOW ARE PPP PROGRAM OPERATIONS AFFECTED BY SCHOOL MANAGEMENT STRATEGIES - SCHEDULING, PLANNING PROCEDURES, TEACHER AUTONOMY, RESOURCE ALLOCATION AND STAFF DEVELOPMENT?

2. WHAT IS THE IMPACT OF PPP ON SECONDARY SCHOOL PERFORMANCE?

3. DOES PPP TEACH SKILLS AND PROVIDE EXPERIENCE REQUIRED FOR SUCCESSFUL POST-SECONDARY SCHOOL AND/OR JOB PERFORMANCE MORE EFFECTIVELY?

EVALUATION METHODOLOGY

Student report card data collected by the Division of Information Resource Management (DIRM) and questionnaires were the two major sources of information for this evaluation study. Attendance and course grades were to be obtained from report card files maintained by DIRM but due to a change in system procedures, the 1988-89 data were not available for analyses as planned for inclusion in this report. Expenditure data by school was also not available. As a result, questionnaires are the only data source for this study.

The questionnaires were designed to address more than one evaluation question. The questionnaire respondents were as follows:

1. PPP Coordinators

2. PPP Advisory Council Members of each program

3. Parents of PPP students

4. All classroom teachers of PPP students

5. A sample of senior high school students randomly selected by homeroom section, one from each school

6. All participants in staff development workshops sponsored by the PPP Program

7. 1988 graduates from D. C. Public Schools

Staff (classroom teachers and PPP coordinators in the senior high schools) and student questionnaires addressed Evaluation Questions 1 - 3. Questionnaires were sent to principals for distribution.

Teachers were asked to indicate the number of PPP students enrolled in their classes. Using their response as an identifier, 45 core teachers or approximately 6 percent of the total were identified within the pool of respondents. Core PPP teachers who responded (45 of approximately 70 teachers) were not identified in part of the data set, therefore their responses are only partially reported and the comparative analysis of the responses of teachers of PPP and non-PPP students could not be executed.

Student questionnaires were sent to one homeroom section in each senior high school. A total of 51 PPP students, 6 percent of the PPP enrollment were identified in the senior high school student sample. The responses of PPP and non-PPP students were analyzed using chi square. Since the results indicated that the observed differences between the two groups were not statistically significant, only the responses of PPP students are reported.

Separate questionnaires were developed for PPP coordinators to measure the effectiveness of the overall program and for teachers and principals to measure the effectiveness of PPP-sponsored staff development programs in which they had participated.
Of the 53 workshop participants, a total of 14 responded. Three of the seven PPP coordinators responded.

Parents of PPP students were mailed surveys and asked to return their completed survey to Research and Evaluation by depositing the pre-addressed mailer to any school that was convenient. Of the 439 mailed, only 49 or 11 percent were returned. Forty-one percent of the responses were from parents of the International Studies Program at Wilson Senior High School. Responses from other programs ranged from one (one school) to eight (two schools).

A survey of the 1988 graduates of the District of Columbia Public Schools was conducted to provide information about their career status six months after their graduation. Of the graduates surveyed, a total of 379 students responded. Of this number, 50 graduates or 13.2% of the respondents had participated in the PPP program. PPP students comprised approximately 3.0 percent of the 12th grade enrollment in 1987-88. An attempt was made to follow-up non-respondents to determine if the mail response was biased. The follow-up ceased once it was determined that the effort was not feasible because of the many incorrect telephone numbers in the data file. The responses were analyzed by the type of program in which the graduate had participated during high school: PPP, Career Development Center (CDC) or Regular (OTHER STUDENTS). Chi square, a statistical program was used to analyze the degree of difference between the three responding groups.

With the exception of the graduate survey, most of the questionnaire items were in the form of statements about specific aspects of the program of instruction on which the respondents rated using a 5-point scale where 1 = "strongly disagree" and 5 = "strongly agree" with the midpoint of 3 interpreted as "undecided". The responses indicating "strongly disagree" and "disagree" were combined as were "strongly agree" and "agree". In some presentations, weighted means (averages) were computed.

The survey of the 1988 graduates was conducted by mail and telephone between January and March 1989. Staff and student questionnaires were distributed to schools in May 1989. Questionnaires to parents and PPP Advisory Council members were mailed in July 1989.

RESULTS

HOW ARE PPP PROGRAM OPERATIONS AFFECTED BY SCHOOL MANAGEMENT STRATEGIES - SCHEDULING, PLANNING PROCEDURES, TEACHER AUTONOMY, RESOURCE ALLOCATION AND STAFF DEVELOPMENT?

Scheduling Techniques. The three coordinators who responded agreed that students were accepted into a PPP program based upon their ability, school achievement, participation in extra/co-curricular activities, attendance and citizenship. Once in the program, ability, school achievement and PPP program requirements influenced the scheduling of students. Coordinators agreed that PPP students had the prerequisites to handle the course work. All three coordinators indicated scheduling as a problem. One coordinator recommended block scheduling as an alternative. Only one-fifth of the core teachers indicated that 75 percent or more of their enrollment were PPP students. It could not be determined from the data whether PPP students were scheduled in blocks to those teachers with less than 75 percent. Few of the core teachers, however, cited a need for block scheduling.

Planning Procedures. The coordinators agreed that core PPP teachers make educational goals top priority. Two coordinators indicated that more guidance was needed from central administration and one commented that both short and long term planning was needed.

Teacher Autonomy. Two of the three coordinators indicated that they were not encouraged to be innovative and flexible. Only one coordinator absolutely affirmed his/her option to change the sequence of skills taught when unique opportunities for learning occur in PPP classes.

Resource Allocation. Two of the three coordinators indicated that additional instructional support was available for students that needed help and that adequate PPP teaching staff, text books and educational supplies, materials and equipment were available to meet PPP program needs during the 1988-89 school year.

Students responded to statements about the adequacy of resources The results are summarized in TABLE 1.

TABLE 1

PPP STUDENT OBSERVATIONS ON THE ADEQUACY OF RESOURCES

Statement	Percent of Responses (N = 51) Disagree	Undecided	Agree
I have a text book for each of my courses	28.6	18.7	52.8
We have adequate security in the building	34.4	20.0	45.6
We have enough teachers and counselors	8.3	25.0	66.6
I get the help I need to do my course work	8.6	----	91.4

The percent of students who answered positively about the availability of specific resources was higher (from 45.6 to 91.4 percents) than those that answered negatively (from 8.3 to 34.4 percents) with approximately 20 percent remaining neutral. The students were most certain about academic assistance and the adequacy of staff (teachers and counselors), 60 percent. Only about half indicated having a text book for every class or adequate security in the building.

Staff Development. Except for the staff development activities provided by private-partners, the training was not considered effective in the opinion of the three responding coordinators. The coordinators listed their own training needs (none listed by more than one) as sources of information about college requirements and programs, learning styles, resource and curriculum management. Although the courses provided by private partners were rated highly by the coordinators, very few of the respondents to the Private Partners' Survey indicated that their organizations held workshops or seminars.

Fourteen persons, eleven of them core teachers, returned a participant's questionnaire evaluating the six staff development courses provided by PPP. While not more than three persons rated any one course, the ratings were high: 4 or 5 on a 5-point scale. There was no consensus on the areas in which respondents determined that had sufficient or needed additional training. Computer-managed instruction and PPP requirements within the content area were cited by some as "sufficient" and by others as "needed". It should be noted, however, that the list of training needs in specific area was twice as long as the list indicating areas of sufficient training. Most needs were related to instructional strategies, management techniques or specific content.

WHAT IS THE IMPACT OF PPP ON SECONDARY PERFORMANCE?

Career Skills

Employers were asked what skills they looked for when employing recent high school graduates.* The resulting list of skills was incorporated in the survey administered to students and business partners. Both were asked to what extent had students acquired or were learning the prerequisite skills. Their responses are reported in TABLE 2.

TABLE 2

ACQUISITION OF PREREQUISITE
JOB SKILLS AS REPORTED BY BUSINESS PARTNERS AND
PPP STUDENTS

	Mean Response		
Skill Acquired	Business Partners N = 16	PPP Students N = 51	Chi Square
How To Learn	3.6	3.8	
Basic Skills: Reading Writing and Computation	3.4	3.9	t = 3.1
Listening and Oral Communication	3.5	3.8	p <.05
Problem Solving	3.5	3.8	
Creative Thinking	3.8	3.8	
Self Esteem	4.0	4.1	
Goal Setting/Motivation	3.9	4.1	
Time and Money Management	---	3.4	
Personal and Career Orientation	3.8	3.6	
Interpersonal and Negotiation	3.4	3.4	
Teamwork	3.8	3.6	
Situation Awareness	3.6	3.8	
Leadership	3.6	3.9	

Key: < 2.5 = Disagree
2.6 - 3.5 = Undecided
3.6 > = Agree

Using the key as indicated in TABLE 2, the majority of the responses from both groups, but particularly those of students, are positive. The most positive mean ratings by business partners was the acquisition of self-esteem and goal setting/motivation. PPP students were equally as positive about their acquired self-esteem and skill in goal setting and motivation. It should also be

*American Society for Training and Development, "Workplace Basics: The Skills Employers Want", (1988)

noted that while the ratings of PPP students had the tendency to be slightly higher than those of the business partners, the means were similar. A multiple regression analysis indicated that the difference between the responses of the two groups was not statistically significant. Students were also asked if they could "type a letter or report on a computer" and 94.3 percent indicated that they could.

Overall Program Effectiveness

The coordinators cited PPP as being effective in providing to students enriching experiences, internships and motivation to stay in school and continue their education by improving their self-image. While 27 of the 45 responding core teachers were more likely to cite professional rather than student outcomes as the most beneficial aspects of the program, a comparable number noted positive student development as a result of students' participation in PPP. The most frequently mentioned student outcome resulting from participation in PPP (20 respondents) was a more motivated, higher achieving student. Of the 16 teachers who cited difficulties, they can be loosely categorized as organization and structure (10), professional-focused (6) and student-focused (5) but there was little unanimity within the groupings.

The responses of PPP students are shown in TABLE 3. The students were most (two-thirds or more) in accord with the statements that their "teachers pay enough attention", that their "teachers are concerned" about their future and that they would not want to be in a different school. They were almost as certain (between 60 and 65 percents) that their teachers knew the subject matter, that students should belong to at least one social club or organization and that they did not want to be in a different program, receive more homework assignments, or be required to take more courses. Only a slight majority agreed that the curriculum fit their future plans or that teachers frequently had students help each other (peer tutoring) with class work and were almost evenly divided (disagree, undecided, agree) on whether tests and exams were just and fair, whether their teachers made school interesting or whether their course grades showed how hard they had worked.

TABLE 3

THE OPINION OF PPP STUDENTS ON VARIOUS ASPECTS OF OVERALL INSTRUCTION

Statement	Percent of Responses (N=51) Disagree	Undecided	Agree
My teachers know the subject matter	10.1	26.4	62.7
My teachers pay enough attention to me	13.2	20.9	66.0
My teachers are concerned about my future	12.3	19.1	68.6
My teachers make school interesting	34.9	36.0	29.2
I would rather be in a different school	78.0	7.7	14.3
I would rather be in a different program	64.8	13.2	13.0
The school curriculum fits my future plans	22.3	20.0	57.8
My teachers frequently ask students to help other students with their class work	27.5	18.7	53.9
I believe tests and exams are fair and just	25.3	30.8	44.0
I prefer more homework assignments	61.6	25.3	13.2
My grades do not show how hard I have worked	34.1	27.5	38.5
We should be required to take more courses	64.5	12.2	23.3
Students should join at least one social club or organization	17.6	17.6	64.9

Business partners were asked to rate several aspects of program operations. The responses of business partners to statements about other aspects of the program is shown in TABLE 4.

TABLE 4

THE OPINIONS OF BUSINESS PARTNERS ABOUT THE PPP PROGRAM
(N=16)

Statement	Respondents	Mean
Student characteristics which influence selection for internships in partners' organizations		
Ability	9	3.9
School achievement	10	3.8
Co/extra-curricular activities	11	2.7
Program requirements	10	4.3
Behavior (citizenship)	9	3.7
Our PPP students are adequately prepared to handle the level of special class sessions we present	7	3.6
In our organization, achievement of PPP goals and objectives are assessed annually	8	3.1
Internship assignments enable students to succeed and be challenged	8	4.5
Student interns work hard and learn new job skills with eagerness and enthusiasm	9	3.7
On the average a high level of performance is attained by interns	10	3.9
The PPP coordinator facilitated the placement of interns and monitored their performance regularly	12	3.3
My immediate superiors support my commitment as a partner in the PPP Program	12	4.7
My time in the classroom is well spent	7	4.0
I would like to continue in the PPP program next year	13	4.5

TABLE 4 (CONTINUED)

THE OPINIONS OF BUSINESS PARTNERS ABOUT THE PPP PROGRAM
(N=16)

Statement	Respondents	Mean
The PPP Program should be continued	13	4.7
Services provided to the local PPP Program		
Tutorial	0	
Lecture	5	
Financial Support	6	
Mentor	4	
Advisory	14	

Key: < 2.5 = Disagree
2.6 - 3.5 = Undecided
3.6 > = Agree

Seven of the respondents indicated they did not have student interns assigned to their organizations during 1988-89 and did not respond to some of the questions which pertained to internships. Therefore, the number of respondents is included for each statement.

The partners indicated strong support within their respective organizations for the PPP Program and its continuation by their mean ratings of 4.0 or higher to related statements. They were also positive about the performance and that interns were selected on the basis of their ability, academic performance and behavior. They were less certain about year-end assessment of their participation by their organization or the extent to which PPP coordinators facilitated the placement of student interns and monitored the interns on-the-job performance. Fourteen of the sixteen respondents provided statements assessing the overall effectiveness of the program. A third of the assessments praised the concept, staff, the students and student training. Most of the critical observations were directed at the current structure: under staffing, insufficient planning, insufficient support and/or leadership from the school and/or central administration. They also voiced a need for more career guidance and broader career exposure for students.

Parents responses to statements about the program are presented in TABLE 5.

TABLE 5

PARENT OBSERVATIONS ABOUT THE PPP PROGRAM
(N=49)

Statement	Mean Rating
I participated regularly in PPP activities for parents	3.4
Since being in the PPP Program, my son/daughter discusses career plans more often	3.7
I like the organization of the PPP Program	4.0
The PPP should be continued as it exists	3.9
The PPP should be continued with some adjustments	3.5
The initial orientation for parents presented by program staff was adequate and clear	3.6
I understand the program and its purpose	4.1

Key: < 2.5 = Disagree
2.6 - 3.5 = Undecided
3.6 > = Agree

With the exception of their lack of participation in PPP sponsored parental activities, parents were positive about all aspects of the program. Even the somewhat ambiguous responses to the statements that the PPP Program should be "continued as it exists" and "continued but with some adjustments" can be interpreted as their strong support for program continuation. Only a few parents suggested support for parents or program modifications needed. Several parents requested more assistance or activities related to college and career planning and the need for more information or interaction with parents. Suggested program modifications were few and idiosyncratic.

EVALUATION QUESTION 3: DOES PPP TEACH SKILLS AND PROVIDE EXPERIENCE REQUIRED FOR SUCCESSFUL POST-SECONDARY SCHOOL AND/OR JOB PERFORMANCE MORE EFFECTIVELY?

Post-secondary Education. As can be seen in TABLE 6, the largest percentage of graduates attending post-secondary institutions were graduates of PPP, 83 percent compared to 75.6 and 50.7 percents respectively from regular and CDC programs. PPP graduates are more likely to continue in areas of study related to their high school program, 66.7 percent compared to 47.5 CDC and 27.1 percents of the regular graduates (TABLE 7) but are more likely (almost half) to pursue their studies outside of the metropolitan area (TABLE 8). The differences between the three groups in each of the comparisons were all statistically significant.

PPP graduates were almost twice as likely to indicate that their high school program had prepared them "very well" for post-secondary study in contrast to 36.6 and 34.0 percents of CDC and regular graduates respectively (TABLE 9). While the percentages are small, PPP students were more likely to identify counselors and teachers as resources in planning their educational plan and least likely to enlist the aid of their parents (TABLE 10).

TABLE 6

STUDENTS ATTENDING SCHOOL SIX MONTHS AFTER GRADUATION
(IN PERCENTS)

	PPP N=47	CDC N=67	OTHER STUDENTS N=238	TOTAL N=352	CHI SQ
YES	83.0	50.7	75.6	71.9	
NO	17.0	49.3	24.4	28.1	19.32 p<.05
TOTAL RESPONDENTS	13.4	19.0	67.6	100	

TABLE 7

IS MAJOR AREA OF STUDY RELATED TO SPECIAL PROGRAM IN SENIOR HIGH SCHOOL
(IN PERCENTS)

	PPP N=42	CDC N=40	OTHER STUDENTS N=177	TOTAL N=259	CHI SQ
YES	66.7	47.5	27.1	36.7	
NO	33.3	52.5	72.9	63.3	25.24 p<.05
TOTAL RESPONDENTS	16.2	15.4	68.3	100	

TABLE 8

STUDENTS SCHOOL LOCATION SIX MONTHS AFTER GRADUATION
(IN PERCENTS)

	PPP	CDC	OTHER STUDENTS	TOTAL	CHI SQ
DC	40.0	62.9	45.1	46.7	
MD	12.5	11.4	11.4	11.6	19.36
VA	0	2.9	10.9	8.1	p<.05
ELSEWHERE	47.5	22.9	32.6	33.6	
TOTAL RESPONDENTS	15.4	13.5	71.0	100	

TABLE 9

SCHOOL PREPARATION FOR COURSE OF STUDY
(IN PERCENTS)

	PPP N=40	CDC N=41	OTHER STUDENTS N=188	TOTAL N=269	CHI SQ
NOT AT ALL	5.0	9.8	10.1	9.3	11.51
POORLY	7.5	2.4	6.9	6.3	NS*
SATISFACTORILY	27.5	51.2	48.9	46.1	
VERY WELL	60.0	36.6	34.0	38.3	
TOTAL RESPONDENTS	14.9	1592	69.9	100	

TABLE 10

SOURCE OF HELP WITH EDUCATIONAL PLAN
(IN PERCENTS)

RESPONSE	PPP N=39	CDC N=42	OTHER STUDENTS N=186	TOTAL N=267	CHI SQ
COUNSELOR	20.5	9.5	12.4	13.1	
YOURSELF	35.9	38.1	31.2	33.0	19.5
TEACHER	12.8	4.8	5.9	6.7	NS*
FRIEND	7.7	7.1	2.2	3.7	
PARENT	17.9	40.5	45.7	40.8	
COACH	0	0	1.1	0.7	
OTHER	5.1	0	1.6	1.9	
TOTAL RESPONDENTS	14.6	15.7	69.7	100	

TABLE 11

STUDENTS WHO RECEIVED FINANCIAL AID

	PPP N=37	CDC N=40	OTHER STUDENTS N=189	TOTAL RESPONDENTS N=266
YES	54.1	60.0	53.4	54.5
NO	45.9	40.0	46.6	45.5
TOTAL RESPONDENTS	13.9	15.0	71.1	100

Work. The percentage of PPP graduates who were employed ranked second after CDC (52.4 and 40.4 percents respectively) but has the lowest percent (25.5 percent) seeking work (TABLE 12). PPP graduates are also much more likely to work part-time: 73.3 percent compared to 52.6 and 54.3 percents of the CDC and regular graduates respectively (TABLE 13). The wages of PPP graduates are comparable to those of Regular graduates and both are considerably higher than CDC graduates (TABLE 14). It is interesting to note that none of the PPP graduates are in the lowest category of wages earned. While the percentage of PPP graduates working in the District (71.4 percent) is exceeded by 83.3 percent of CDC graduates, both groups are more likely to work within the city than graduates from the regular program (TABLE 15). Again, PPP graduates are more satisfied with the preparation for work that their high school program provided than graduates of CDC or the regular program (TABLE 16).

TABLE 12

EMPLOYMENT STATUS
(IN PERCENTS)

	PPP N=47	CDC N=82	OTHER STUDENTS N=251	TOTAL N=380	CHI SQ
EMPLOYED	40.4	52.4	31.5	37.1	24.0
UNEMPLOYED					p<.05
SEEKING WORK	25.5	37.8	50.6	44.7	
NOT SEEKING WORK	34.0	9.8	17.9	18.2	
TOTAL	12.4	21.6	66.1	100.0	

TABLE 13

PART/FULL TIME EMPLOYMENT SIX MONTHS AFTER GRADUATION

	PPP N=19	CDC N=38	OTHER STUDENTS N=70	TOTAL RESPONDENTS N=127
PART TIME	73.3	52.6	54.3	56.7
FULL TIME	26.3	47.4	45.7	43.3
TOTAL RESPONDENTS	15.0	29.9	55.1	100

TABLE 14

PAY EARNED ON JOB

	PPP N=17	CDC N=31	OTHER STUDENTS N=69	TOTAL RESPONDENTS N=117
BELOW $3.80	0	3.2	7.2	5.1
$3.80	5.9	6.5	2.9	4.3
$3.81-$5.00	2[illegible]	41.9	24.6	29.9
ABOVE $5.00	6[illegible]	48.4	65.2	60.7
TOTAL RESPONDENTS	14.5	26.5	59.0	100

TABLE 15

JOB LOCATION

	PPP	CDC	OTHER STUDENTS	TOTAL RESPONDENTS
	N=21	N=42	N=79	N=42
DC	71.4	83.3	65.8	71.8
MD	9.5	7.1	12.7	10.6
VA	9.5	0	15.2	9.9
ELSEWHERE	9.5	9.5	6.3	7.7
TOTAL RESPONDENTS	14.8	29.6	55.6	100

TABLE 16

SCHOOL PREPARATION FOR JOB

	PPP	CDC	OTHER STUDENTS	TOTAL RESPONDENTS
	N=20	N=46	N=81	N=147
NOT AT ALL	10.0	21.7	33.2	26.5
POORLY	5.0	4.3	2.5	3.4
SATISFACTORILY	30.0	41.3	25.9	31.3
VERY WELL	55.0	32.6	38.3	38.8
TOTAL RESPONDENTS	13.6	31.3	55.1	100

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In 1981, the District of Columbia Public Schools and the greater Washington, D. C. private and public sectors established a major partnership initiative, the career-focused, high school programs, to enhance and improve secondary education. The genesis for the development and implementation of the Public-Private Partnership Program (PPP) was the recognition that the reform of the educational system was necessary to bridge the gap between what goes on in school and what is needed in the work place and that community participation in that development would stimulate educational change. It was further assumed that if the private sector jointly owned these programs with the school system, shared the responsibilities for educating students and staff, and committed resources (services and expertise, not necessarily funds), that it could be possible to build the capacity of each individual school to deliver a "here and now" educational program that will effectively prepare students for tomorrow.

The major premises of the program was to provide students with academic and work experience that would help students to:

(1) recognize the relationship between school and the world of work thereby motivating them to stay in school, graduate from high school and become a responsible contributing citizen in the community.

(2) enable graduates to meet the demands of the ever changing work place and to compete effectively for slots in leading colleges and universities.

The extent to which the PPP Program was able to effect the above behaviors was examined in response to three evaluation questions:

1. HOW ARE PPP PROGRAM OPERATIONS AFFECTED BY SCHOOL MANAGEMENT STRATEGIES - SCHEDULING, PLANNING PROCEDURES, TEACHER AUTONOMY, RESOURCE ALLOCATION AND STAFF DEVELOPMENT?

2. WHAT IS THE IMPACT OF PPP ON SECONDARY SCHOOL PERFORMANCE?

3. DOES PPP TEACH SKILLS AND PROVIDE EXPERIENCE REQUIRED FOR SUCCESSFUL POST-SECONDARY SCHOOL AND/OR JOB PERFORMANCE MORE EFFECTIVELY?

Determining the extent to which management strategies supported PPP program operations and the impact of PPP on student performance were compromised by two limitations of the data. Student performance data, consisting of course grades and school attendance, were unavailable due to a change in D. C. Public Schools data management system and could not be retrieved at the program level. Financial data by school could not be obtained.

Questionnaires, therefore, became the primary data source and all of the response rates were low. As a result, much of the evidence collected is inconclusive.

The most conclusive finding, however, is provided by D. C. Public School graduates (Class of '88) responding to a survey conducted between January and March 1989. The responses of PPP graduates were compared with those of graduates who participated in regular high school and career development center programs. The results indicated:

1. A significantly greater proportion of PPP graduates

   - o attended post-secondary school,
   - o continued to pursue their course of study begun in high school, and
   - o are less likely to be unemployed and seeking work (the official definition of "unemployment").

If additional inferences can be drawn from the other available data, given the limitations previously cited, they are that:

2. The PPP program does not appear to be adversely impacted by

   - o scheduling,
   - o lack of teacher autonomy or
   - o lack of resources <u>with the exception of textbooks.</u>

   There may be a need, however, for improved linkages between business partners and PPP coordinators so that there is (a) efficient assignment and effective monitoring of student interns and (b) regular feedback to business organizations indicating the impact of their involvement.

3. Students selected for PPP met program requirements for

   - o ability,
   - o school achievement,
   - o citizenship and
   - o performed well in assigned internship positions.

Students are acquiring those career skills that employers have identified as desirable in employees, but additional attention is needed in the areas of basic skills, listening and oral communication, problem solving and personal and career orientation.

4. Parents like the program.

RECOMMENDATIONS

1. Develop a record-keeping system for monitoring student academic progress and internship performance.

Summary reports should be submitted to the PPP coordinator in the senior high school division at the conclusion of each advisory. Achievement and job performance data serves as primary documentation of PPP program effectiveness and if the data is not available through a central system, staff of special programs have no choice but to develop and maintain a sub-system. The system could also provide feedback relative to how frequently students were being monitored and structural, support or training needs as identified by work-site supervisors, the coordinator or student. The type of assistance needed to develop a record-keeping system may even be available from a partner from the business sector.

2. Develop more opportunities for PPP coordinators and core teachers to participate in staff development sessions provided by partners.

PPP coordinators were much more positive about staff development activities provided by partners than those provided by the program yet training was not listed by partners their major contribution. While core teachers appeared to be more satisfied with the training they had received, teachers would also benefit from more exposure to the work environment in which they were preparing students to be placed.

3. Provide students with a textbook for each of their courses.

Unless student respondents misunderstood the question, there should be grave concern that only half indicated they had a textbook for each of their courses. While this is a system, and not specifically a program responsibility, everyone involved with the education of students enrolled in D. C. Public Schools has a responsibility to make certain that students have essential learning tools.